The Wellesley Prelude.

VOLUME II.—No. 25.

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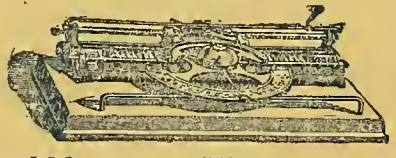

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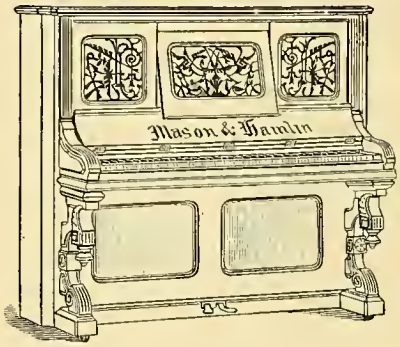

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THE WELLESLEY PRELUDE.

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All literary communications from the students of the College should be sent to LITERARY EDITOR OF THE PRELUDE, through the PRELUDE box in the general office. Literary communications from outside the College should be directed to the Alumnæ Editor, Miss Charlotte F. Roberts, Wellesley College, Wellesley, Mass.

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THE spring term is more joyfully anticipated by students of school and college than any other. It is the last of the long race that brings as a reward, at its close, the summer vacation, best season of the whole school year. The sweet sorrow of parting with work is fast approaching, and the returning animal life, with the spring weather, brings once more into prominence the delights of out-door sports. In the spring weather the out-of-door world claims again a greater share of attention, and the wonderful beauty of the Wellesley out-of-door world is a constant temptation to dwellers there to spend all their time in studying and enjoying Nature in preference to all other studies. A New England springtime is one of the real joys of life which everyone ought to experience sometime during his lifetime; and, at Wellesley, we have the opportunity of enjoying it under some of the most favorable conditions. Massachusetts hills, that are akin to the grand New Hampshire mountains, break in smooth undulation the soft blue horizon line. Lake Waban's sparkling waters musically beat the shores of one of New England's fairest lakes. Sweet-scented woods and broad green meadows offer the spring treasures to every seeker. The soft, sweet air comes in at the windows and entices the inmates out under the trees beside the lake. Work seems out of harmony with such surroundings. Pure pleasure fits the mood of the day. There is no mistake in the fact that it takes a direct effort of the will to do good studying at such a time. It is well to be fortified in advance.

The long delay in putting out the boats and marking the tennis courts is one of the trials of the day for the maid who likes to row or to play tennis; and said maid is any Wellesley girl, for the characteristic is a general one, applying in some degree to all our Alma Mater's daughters. Those who do not care to row, like to sit in the stern while someone else plies the oars, and are as much interested in the launching of the boats as their more active companions. The beauty of the lake is every day an invitation to enjoy its smooth waters. If the boats were at their respective landings soon after the Easter vacation, it would be none too soon for the full enjoyment of the privileges Lake Waban offers. In other places tennis has already received a good start, and regular practice on the courts is the rule. It is a matter of regret to our players that the spring season is so short; for, by the present arrangement, very little playing is done until the hot weather renders it uncomfortable. The coolness of the air now would be of great advantage to that delightful exercise, and all the players would be glad if it could be enjoyed. Good roads make walking

pleasant exercise, and Wellesley certainly affords opportunities in that direction. But it is to the impossibility of using the lake or the tennis courts that the popularity of walking as exercise during these weeks is due.

The copy for the Legenda is now in the hands of the printer and the editors hope to have the book for sale at the College by May 15. This year's Legenda will be a fine publication, one which everyone interested in Wellesley will wish to possess. It should have a large sale, especially among the under-graduates. As it is distinctively local in character, it must therefore look for its chief support to those whom it most intimately concerns, namely, the present inhabitants of the College. It is not necessary to remind every member of '91 of the value of the LEGENDA, and in the hands of '92, '93 '94, '95, and the Specials, it will be equally worthy of a place. One of the features which renders the book of unusual value is the presence of a large number of College views. They are albertypes, whose fine finish makes the pages attractive. The views comprise the LEGENDA Board, the PRELUDE Board, the College Glee Club, the College Banjo Club, the '91 Composite, the '91 Crew, the College Buildings, the Lake, Point Tupelo, College Hall and Waban Bridge. There will also be a full page illustration made up of the pictures of all the class of '91. This list of College views and groups is much larger than that of the '90 or '89 Legenda, and includes such as will be of most interest to outside readers as well as members of the College. The book is to be profusely illustrated. There will be two sets of illustrations for each class where the former books have had but one. The illustrations are of various kinds, comprising heliotypes, albertypes, photogravures, as well as the process cuts. The latter will be such as do credit to a class which has no members in the Art course, and form a charming accompaniment to the wit and intellect of the literary matter. This department is full of local hits. The lists have been carefully prepared, and are, as far as possible, correct to date. The editors have worked hard on the book, and it promises to be one in every way worthy of their effort. To the LEGENDA, the PRELUDE heartily wishes the most complete success.

COLLEGE LAW.

I have been wondering lately why I so much disliked the College Rules while I was in College. I see now, and I half suspect that I saw then that most of the rules are sensible, necessary and easy to observe but I nevertheless objected to them and protested often against them. The answer I find for myself is because I had no hand in making those rules. Belonging to a democracy, there is a strong instinct of self-government in us all and we find it much more satisfactory to act on conclusions at which we have ourselves arrived than to be compelled to act on the same conclusions reached by others. This does not mean that we wish each to act on his own conclusions. We are none of us Nihilists, and we all know that self-government does not mean individual government, or no government.

We rarely find ourselves grumbling at the laws of our land. By the time a girl enters college she has begun to realize that she belongs to the people which has made those laws and that nothing is to be accomplished by grumbling. We do frequently find ourselves objecting to the College laws however, and not generally because we hope by our objections to change those laws. We do it, I think, partly because of the contrast which we, perhaps unconsciously, feel between the oligarchy of our college community and the democracy of our civil government. The College laws are made for us and we cannot see, since the majority of us is an intelligent body anxious for the best conditions for study and work, why we should not have some little part in establishing such conditions.

The PRELUDE discussions are giving to the body of the students a voice if not a vote on college matters. The Students' Association is doing a good work in showing that the laws which the students themselves make, they will obey. Neither of these, however, can accomplish what might be gained were the students organized into a body politic with representatives having a voice recognized by the faculty and trustees. In Bowdoin, the faculty have given over to a jury of students elected from the several classes—the punishment of all college offenders. I would not suggest that Wellesley is in need of such a body but merely

point to the fact that those students have had in charge for some years all the discipline, with satisfaction to trustees, faculty, and themselves. Amherst has its Senate, with the work of which I am not acquainted but I judge it to be more in line with that a body of Wellesley students might do. Of course the power given such a body would be somewhat limited and could not interfere with the work of the faculty as instructors; but there are many steps taken and rules made which would suit the students much better coming from the combined judgment of the faculty and their own representatives than from the former alone.

There are not a few reasons why it would be well for Wellesley to become self-governing as soon as possible if she is ever to be. It is often said that our civil government could not have become the present staunch democracy, if her citizens had been other than the earnest hard-working class they were. It could not possibly be done to-day. Now Wellesley is in her youth and her daughters, like those other pioneers, are most of them earnest and honest and are in College, not because it is the thing to go to College, but because they desire to make better citizens of themselves. We all hope and believe that the coming Wellesley students will be as much in earnest as those now and in the past have been, but if a time comes when it is the fashion to go to college will it not be better to have had the College long established as her own Law giver? In such a case, or even when Wellesley grows much larger with the class of students she now has, will not the cry for fewer rules be less likely to be raised, as it has been at Harvard, and there be more satisfaction with those existing?

It would require somewhat radical changes to bring this about and it is a matter in which the body of the students can do comparatively little. If it were once accomplished, however, I cannot but believe that the work of the Faculty would be easier, the relations between faculty and student more in line with reciprocity cry heard so often just now, and the girl's observance of necessary College laws more cheerful. *K. E. Morrill '90*

The University of Texas has an endowment of two million three hundred thousand acres of land, $569,340 in bonds and $64,606 in land notes.

MATHEMATICS.

I love my love with a one.
Dost know why, love?
Because you, dear, alone
My heart can move.

I love my love with a two.
Dost know why, dear?
You're one, and I'm one, too.
Is that quite clear?

I love my love with a three,
Dost know why, sweet?
There's Cupid, you and me.
Need I repeat?

One, two, three, four, five, six, seven,
Eight, nine, zero,—all
Can but tell the love that's given
At thy slightest call.

M. W. P., '91.

THE DISEASE CALLED BLUES.

We are often told that the great mistake of young or inexperienced writers lies in choosing a subject for treatment, about which they know nothing and can know nothing through experience. We hear freely criticized the presumption of a student who publicly advocates the abolishing of examinations, when she can at best view them only from the standpoint of one who takes, ignoring the opinion of the one who gives, and we acknowledge the justice of the criticism, though we might mildly suggest that expression of personal opinion is one of the liberties of our great glorious republic. We have always a smile for the high school girl who writes on the "Blessings of Adversity," or the boy in primaries who produces an essay on the "Temptations of the Great." If you *must* write, choose a subject on which you yourself know something," say our sager, more experienced friends. And so, having passed through some phases and several degrees of a very prevalent malady, the writer has determined to present to that infinitesimal portion of the public that will do her the honor to read this, a few desultory remarks on a subject, in which she has had actual, vivid and painful experience.

Not that there is anything particularly novel in the experience. Most specimens of humanity

have been experimented on by the unrecognised operator it would seem, with the same virus, and the inoculation in many cases has presented the same features. It is not long since the self analysis which a young Russian damsel presented freely to the world, revealed to our startled minds the fact that severe cases have been known even in high places, and with those who are most envied by the blind and ignorant masses. Like the Black-winged Angel itself, the scourge is sent alike to the great and to the small. Neither threats or entreaties prevail. No pitiful wail nor bold-faced bravado prevents its insinuating itself into the very marrow of the brain, gnawing the core of the heart, and working general havoc with the mental and moral mechanism, until the vials of anguish are overturned; and in an overwhelming flood of very briny, bitter tears the apparent indigo tint of the surroundings is washed out, and the specimen is ready for another operation from the skillful but apparently unsympathetic manager of these clinics.

The name which has been assigned to this affliction of frail humanity gives no comprehension of the symptoms by which it manifests itself. The skies are brightest when they are blue, those eyes are dearest—to *some* of us—that are blue, that water is purest which is blue, and the color we are proud of and loyal to, that, too, is blue,—though it has been called purple by the uninitiated; but a person who is blue inspires none of these sentiments, deserves none of these adjectives. Of all dejected, forsaken-feeling, useless, despondent people, the one in the blues is the worst.

The theories explaining the degradation of the word to this use are various. One mind, searching the beautiful in all things, finds it in this and says: "Our despondency is produced by feeling that our ideals are far, too far distant. Whatever is far distant takes on the tinge of blue. Therefore we say we are blue, feeling our ideals beyond our grasp." But the more practical though less interesting dicitonary declares the word "blues" is a contraction of the "blue-devils," who were said to possess the victim of the disease, and to the mind subject to experiences of the sort under consideration, this explanation seems more satisfactory,—quite realistic in fact.

Some years ago, a worthy gentleman named Burton wrote a little volume which he entitled "The Anatomy of Melancholy." In the course of his remarks upon this evil, he considered the causes which produce it, and first and foremost, after a slight introduction, he places the devils "who go about seeking whom they may devour." He was an intelligent and learned man and it is certainly fitting to consider his words as carrying some weight, and if we grant that it is the matured, well-developed emissaries of Satan that cause the more aggravated form of the disease melancholy, may we not justly and logically argue, that smaller fiends produce results in the same line, only weaker? And if, moreover, the larger ones are red as products of the full-grown flames from which they spring, the little imps are probably blue, originating in the first suggestions of visible heat. But in the present era of scientific investigation it is, of course, possible that even this most plausible of theories may be branded "exploded" and left ignominiously to perish with no defender. If Mr. Burton is not correct in his theory of the Origin there must be some better one.

Authorities differ — regarding those with experience as authorities—on this matter. One says this affection is physical entirely. The blues are never experienced unless the subject is ill or tired or otherwise abnormal from a physical standpoint. Some instances seem to argue against this theory, though the cases may be those in which there is unconscious departure from physical excellence. Another says the cause is mental; the blues result from introspection. Children and the average negroes, who have much in common with them, are usually exempt. Not troubled with thinking, without the knowledge of their own limitations, they are free from melancholy as from many other evils. A third says the blues originate in selfishness. An unselfish person is never blue. But it may be argued, true unselfishness is only found with love; love is sympathetic and must therefore experience what comes to others. Other people are blue, therefore the loving person must be.

But whatever the origin, its symptons are unmistakable. An immediate cause may be absolutely wanting so far as analysis can discover, when there will still steal in upon one a feeling of desolation.

The experienced sufferer needs no one to say, "It is only that you are blue;" only too well it is recognized. Reason struggles in vain urging "How much you have to be thankful for! How many are your blessings! This is a very foolish state of mind for a young person who has gone through a course of intellectual training, and who gives vent to touching and inspiring sentiments concerning the duty of man to rise superior to circumstances." Reason's words have no effect—not the slightest. It isn't a matter of reason. The cheerful view is quite obscured by mists of blue, and and the victim, unless some heroic treatment is at once adopted, proceeds to sink from depths to deeper depths.

One of the most noticable features in the feminine mind is the dead surety that she hasn't a friend in the world, that no one would care if she lived or died, that, all things considered, she prefers the latter. People have been known to take the course which leads to that state of independence of the world, when enduring severe attacks, but such cases are, on the whole, rather extreme. In my own experience, there has never been anything more advanced than a vivid portrayal in the mind, of the harrowing scenes accompanying the demise of the subject. If there is time to go into this properly, it is surprising what depths of dejectedness and misery can be reached. The utter insignificance of the victim is borne in upon her with crushing force, as well as her uselessness, ineffectiveness, absolute nonentity.

It would appear that this feature is not peculiar to the weaker sex. The author of the "Bab Ballads," though a man, has touched a chord in every breast that ever knew the blues, in his classic called "An Ode to the Terrestrial Globe" when he says:

"Roll on, thou ball, roll on!
Through seas of inky air
Roll on!
It's true I've got no shirts to wear
It's true my butcher's bill is due
It's true my prospects all look blue
But don't let that unsettle you!
Never *you* mind! Roll on!
It rolls on."

Indeed it does roll on, and would, even without asking. In some the external indication of the blues, is an unapproachable, diabolical crossness, which adds zest if not interest to the life of the victim's associates, a rooted objection in being spoken to, an antipathy to being civil, to say nothing of polite, and an abnormal fondness for saying unpleasant things, all of these features of the disease occurring in greater or less prominence according to the individual.

In others, there may be observed, a chilly reserve, an indisposition toward conversation and a haughtiness of demeanor which is not attractive.

Perhaps the most pleasing phase which the disease takes — pleasing, that is, for the victim's friends,— is that in which there is visible dejection with dissolution into tears apparently imminent, and an agreeable inclination to seek comforting words of another. It may be remarked that probably the most comforting facts for one in this state to hear, are those concerning people infinitely worse off than herself, accompanied with assurances of sympathy and affection.

It is not to be supposed, however, that there is always evidence of a visible or audible nature that the disease is in progress. Some of the worst cases have been endured and cured without a sign.

No infallible cure has yet been discovered. The lymph which will destroy the blues is yet unknown, but it is possible to prevent contagion by concealing one's own tendencies,and this I believe to be one of our obligations and duties. It is not the kindest thing to affect people by one's own melancholy and then viciously accuse them of looking as if they had lost their last friend. If we must be blue without reason, let us try to give others the same opportunity and not force them into it for sympathy. "A lodge in some vast wilderness" is no easier to attain now than when Cowper breathed his longing, but when we feel this evil at hand, let us either find a secluded nook where we can revel in misery undisturbed, or else endeavor to ward off the attack until opportunity and circumstances shall be more favorable to its indulgence. '91

WILLIAMS College has received from F. N. Thompson, the gift of three new buildings; a chemical, a physical, and a biological laboratory.

SHOULD MUSIC BE AN ELECTIVE IN WELLESLEY COLLEGE?

The question which presents itself now, is not a question as to the merit of a course in music, or as to its worthiness to take its place among the regular courses of study offered in Wellesley College. The College decided that question long ago, when it decided that it should have a place in the College and that to study music, each student must add one year to her college course. The place which music was given was large enough and broad enough for it at the time, but like Mr. Finney's turnip,—it grew and it grew and it grew, and now the music school of Wellesley College must have a fuller recognition if its young and strong growth is not to be retarded.

Harmony and theory of music and history of music certainly deserve a place in the curriculum of a college which aims to give its students opportunities for culture and knowledge in æsthetical subjects. The elements of music as taught in harmony are possible knowledge to every student and should be within the reach of every student, and not confined to those in the musical course. The mental discipline afforded by the study of harmony being much the same as that afforded by mathematics, there can be no question as to the value of the training aside from the knowledge which harmony affords its students. Harvard College offers its students five courses in theory and history of music, and has for the professor of this department one of the foremost of American composers and musicians, Prof. Paine. Michigan University and Smith College have likewise appreciated the value of these courses and made them possible for their students. And the college which offers a three years course in history of art, we feel sure will not be slow to see the necessity of a course in history of music. Especially must this be done since now the college requires all graduates of the school of music to pass an examination in history of music. The requirement is just, and no student should be considered worthy of a musical diploma who has not some knowledge of the development of musical instruments, of the development of the art itself from the barbaric chantings of the ancients to the symphonies of Beethoven and the operas of Wagner, and of the lives of the men who wrought these great developments. But an adequate knowledge of these great subjects requires patient and comprehensive study, and in the pressure of regular college work no student has time or strength for such a study. The college that makes a requirement should in all justice give the student the time and means to meet that requirement. We shall then consider that the theory and history of music naturally and properly belong to the department of æsthetics and should have a place in the curriculum of every liberal college.

It is chiefly of practical music that we wish to write now. It should be made an elective study in Wellesley College first, because it is worthy of such a place and second, because the present arrangement is disadvantageous to both the college and the school of music.

First, it is worthy of being an elective study. In the beginning, we said that we should not consider the merit of a course in music, for the college had decided that question in admitting music as a study worthy the attention of college women. But there is in the minds of so many a lurking suspicion that when all is said and done, that after all, music is more a culture for the heart than for the intellect, that we cannot refrain from giving you what Prof. Cady, the former philosophical professor of music of Michigan University, had said concerning the intellectual culture of the study of music.

"If we seek for the primary activities of all intellectual operations, in whatever peculiar forms they may be manifested, we shall have found the key to the solution of the whole question. Perhaps no one has more clearly and justly defined the basic principles which underlie all the functional activities of the intellect than Mr. Bain in his work on "Education as a Science and an Art." His classification of the primary powers, with one exception, is as follows,

1. Perception, including sensation and idea.
2. Retention, " memory and recollection.
3. Discrimination.
4. Deduction.
5. Construction or creation.
6. Judgment.

It will be observed that I have omitted attention,

and the reason is that so far as it is an activity, it is not a prerogative of the intellect but the will. Now that these primary powers are all brought into activity to a greater or less degree in musical study, especially in the study of the piano, organ and other instruments, it is unnecessary to affirm. And the affirmation of this is a sufficient proof of the intellectual nature of music. If, then, the study of music brings into activity all these primary powers and some of them most intensely, as for example, *discrimination*, with which true intellectuality begins, why should it not be admitted to a standing equal to other studies which professedly do no more? The reason seems to be that there is no visible utilitarian result; that is, it does not result in a knowledge which seems to have any bearing upon practical life. But this should not be used as an argument if it were true, since the avowed object of educational men is not so much to secure knowledge as the power to gain knowledge. The right study of piano, organ, violin and voice involves a critical study of music as a form of art, and, beyond that, the training of the physical mechanism for the manifestation of musical thought. This co-ordination of the physical and intellectual and the subordination of the former to the latter brings with it a peculiar class of ideas to be discriminated between, and placed in proper relation to one another and the musical ideas. This necessitates the severe exercise of the will in the direction of concentration of both thought and action. It requires that the will shall have full control not only of the mental but also of the physical nature."

We consider this statement of the culture afforded by musical study a forcible statement of the real truth of the matter, and when added to the culture of the emotional and spiritual nature—which all concede to be a province of music—it affords a true statement of the full and symmetrical developement which may be obtained by an earnest study of any branch of practical music.

Second, the present arrangements for the study of music are advantageous neither to the college nor to the school of music. It is disadvantageous, first, because the length of the course prevents many students from coming to college, and second, because the equivocal position which music occupies in college is discouraging to the earnest musician seeking a place for the pursuance of music, and encourages laxness and unscholarly work in the students already in college.

First, five years is a longer time than most students can spend in college. To the student who expects to make music her life work, five years is a longer time than she can ordinarily spend in partial preparatory work. Both time and money require a shorter period of preparation for special work. Four years is the regular time, the world over, assigned for a college course, and both experience and observation show that more girls who were earnestly seeking the broadest and best preparation for their musical work, would come to the college for that preparation, could they obtain it in four years. There has been a popular sentiment—substantiated by facts we acknowledge—that average musicians were apt not to be intelligent on many subjects aside from their own art. But whoever has noted the pulse of popular sentiment, has felt that a change had already begun. The ignorant and uncultured musician must become a person of the past. And so it is that the musical student needs, and more and more is coming to care for the culture and attainments which can be acquired only in a great literary institution. The musical girls need the college but not more perhaps than the college needs the musical girls. To be symmetrical and well balanced, a college should keep in touch with all the great onward movements of its time. Science and art move on to-day with rapid strides and the art of music is ever nearing the perfection of development. With the girls who are working for the advancement of mathematics, of science and of literature, Wellesley College should number more students who are working for the advancement of that art which Carlyle says "leads you to the verge of the Infinite and lets you gaze on that."

Second, the position assigned music is equivocal and permits students to regard it as secondary work.

The present system which requires five years for the musical course seems a strange paradox. It acknowledges that music is a worthy study—worthy even of a whole extra year of time and expense—and yet paradoxically requires no standard of

scholarship in music and will not admit of its having any influence or weight in the obtaining of a college diploma. It is argued that a college diploma means certain work. This standard of work we think the college provides for in its required work, and we would plead that music might be made an elective study. From the student who is seriously studying music, music requires as much time and mental effort as the pursuance of any elective study. To the argument that a large portion of this time is spent in mechanical work, every music student must have an answer. The beginnings of a musical education are mechanical, even as mechanical as the learning of the A. B. C's, or the learning of the multiplication table. Collegiate work in music—which can be required when music is an elective—can be no more mechanical than collegiate work in mathematics and science, or the collegiate committing of German poems and French fables.

We are speaking of earnest musical students and such for the most part must Wellesley music students be, when its music school is considered equivalent and not secondary to all other college departments. The present system permits of the music students thinking that her music is secondary and that when the tremendous pressure comes, a practice period can be "skipped." Were music an elective, and counting toward that desired end the college diploma, a great part of this laxness would become a thing of the past and practice periods would take their rank where they belong, with laboratory periods.

As long as music is considered an extra, so long will it be considered secondary by the students with a consequent unsystematic and unscholarly study of the subject. And this is not only detrimental to the music school but in its reactionary influence is detrimental to the college, for unscholarly work in any department is a weakness which tells in the general tone of college work.

For the two reasons—the undue length of time required, and the attitude of the college toward the serious study of music, the earnest students of music will not be attracted toward Wellesley, but will seek other colleges or go to conservatories of music, where the literary atmosphere is, if not altogether wanting, of a very negative nature, and Wellesley will be the loser of earnest students. And because we believe that Wellesley should keep a vital connection with every department of advancing thought, we think that she should add to her curriculum courses in the theory and history of music, and add the study of practical music to her list of electives.

NEWS OF THE WEEK.

On Sunday, Mar. 22, Rev. G. Gutterson, of India, preached in the Chapel, taking his text from the text, John 15:13, "Greater love hath no man than this that a man lay down his life for his friends."

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The subject of Professor Hill's lecture on Tuesday, March 17, was the Music of the Hebrews. The Hebrews are the only nation that has consecrated music to the service of the Most High. We have little distinctively Hebrew music, as the nature of the Hebrews led them to assimilate the music of the various nations with whom they came in contact. We know from the Old Testament, however, that they were acquainted with both vocal and instrumental music before going into Egypt. There were songs about every occasion; songs for the home, martial songs like that of Jehoshaphat, songs of triumph like the song of Jephtha's daughter. David wrote many, and Solomon's songs, we are told, were a thousand and five. The Hebrews had many kinds of instruments. The *kinnor* was the only stringed instrument of importance. It is thought by some to have been a small triangular harp; others say it was a guitar. It was held in high esteem, and used in national gatherings, in bridal processions, in funerals, in the time of vintage. Of the wind instruments, the *ougab* was a collection of pipes, possibly a form of the organ. The *shophar* was a trumpet, blown in times of joy or praise, to proclaim war, to sound a retreat, to call the people together; it is still preserved in the Jewish synagogue. The cymbal and castanet were favorite instruments of percussion; so was the tabret or tambour used by Miriam, by Jephtha's daughter, and by the women who came out to meet Saul. There is great difference of opinion as to the musical system of the Hebrews,—whether they used the five or seven tone scale. Little is known of their temple service; the voices were probably in unison, and the singers generally men. The Hebrews have given us some of our greatest musicians. Mendelssohn and Rubenstein were Jews by birth. In the history of the art, the Israelites were the first to make music the expression of the ideal. At the close of the lecture Miss Howe sang, "By the Rivers of Babylon," a strange,

sad melody, believed to be the same that was sung by the captive Jews; Professor Hill played "The Blessing of the Priests" from the service of the old temple of Jerusalem, and a short Penitential Hymn supposed to have been composed by King David: and Miss Howe ended the lecture with the beautiful Song of Miriam.

* * *

A LECTURE on Art and Architecture in Egypt; Pyramids and Temples, Facts and Fancies, was given in the Chapel Monday evening, March 23d, by Dr. Lysander Dickerman. The lecture was illustrated by many beautiful stereoptican views. In introduction, Mr. Dickerman spoke of the importance of the study of Egyptian architecture, and expressed his intention of giving to his audience its prevailing characteristics. Egypt had great facilities for art and architecture, for the material for monuments was very abundant. The Egyptians naturally had wonderful patience, and their religion, being one of symbols, had great influence in the development of their art. The centre of religious service was the Tomb, which consisted of three parts, the Chapel, the Secret Chamber and the Sepulchral Chamber. The oldest tombs, in which priests and nobles were buried, were built of rough stone, but the royal tombs were pyramids built of hewn stone. They are very beautiful, and bear witness to a remarkable knowledge of Geometry and Astronomy, as well as to patient years of toil in quarrying and conveying stone. As the pyramids were built for the honor and preservation of the dead, so the obelisks were built in honor of the living. They stood in front of the king's palaces. The oldest obelisk was built 2851 B. C. The earliest Egyptian temple was built 1530 B. C. The simplicity and solidity of the very early temples show that they were cut from solid rock. From the plan of their construction it is very evident that they were intended for processions, rather than as places of religious instruction. Mr. Dickerman described the different forms of lotus capital used in Egyptian architecture, and spoke at some length of the portrait statues and colossal figures that were anciently carved from sycamore wood, and of which many are still well preserved. The architecture of the home was also spoken of, and some beautiful specimens of embroidery and lace-work were shown on the canvas.

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THE Hindu entertainment arranged by Miss Gertrude Chandler and given in the chapel on Saturday evening, March 21, was unique in character and extremely pleasing to the audience. It consisted of scenes from Hindu life. The first and most suggestive perhaps, of all, was the inside of a Hindu home,—if home it could be called. Several women, seated or standing in groups of twos and threes, are preparing rice for food, while the mistress of the household, mother-in-law of most of the women, goes from group to group scolding work badly done or its slow progress. Her voice softens when she speaks to her own daughter but is harsher than ever when she has occasion, and this is seldom, to address her widowed sister-in-law who walks among them all in her white widow's dress, a water-jar under her arm, alone and unnoticed. The visit of a Bible-woman, and later of a missionary, breaks in upon this scolding which is changed to complaint. Both Bible-woman and missionary are received with marked hospitality, and they sit down to listen to the Hindu woman as she relates the troubles brought upon her by her six daughters-in-law. They manifest interest in her family, and by degrees change the subject to crocheting, sewing or reading. The second scene portrayed the wayside worship both of priest and people. That of the priest consisted in rubbing the sacred ashes upon his forehead, sprinkling the sacred Ganges water upon the idol, hanging about its neck a wreath of Oleander blossoms and burning incense before it. That of the people is an offering of fruit or flowers, and a series of prostrations of the body. Then followed two school scenes; one of a heathen boy's school, and the other a Christian girl's school. The first was noticable by the noise that was made. All the scholars recited together, excepting one little low caste boy who stood apart from the others and recited his lesson alone. After this a pretty Hindu game, played to music, was shown, and last of all the Christian and heathen weddings. At the Christian wedding, the bride was very reluctant, and only by a great deal of coaxing could she be made to meet her bridegroom. Her reluctancy was feigned, however, and the marriage took place. The wedding token was a necklace which the bridegroom placed around the bride's neck. Much more interesting than this was the heathen ceremony. A procession led by the priest robed in brilliant orange, the sacred color of the Hindus, was ushered in by a deafening noise of drums. The little bride and groom, scarcely more than babies, were borne in a car lavishly decked in red which is a favorite color for gala occasions. The rites were performed partly by the priest and partly by the betrothed children. After the priest had walked with a lighted lamp three times around the little people to frighten away evil spirits, and rice had been poured over their heads, and they had walked around the lamp three times, they were seated, their hands joined by a garland, a scarf thrown about their heads, and their garments tied together. The costumes were of bright colors for the most part, and the scenes were picturesque and pretty as well as instructive. Between the scenes, Mr. Windsor and Mr. Gutterson, two missionaries to India, gave interesting talks concerning Hindu customs and manners.

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A LECTURE on Contemporary French Politics was given in the Chapel, Wednesday evening, March 25, by Prof. Cohn. The present situation in France is most critical. Its apparent condition is aptly expressed by the old proverb, "Happy the nations that have no history." But viewed from the true standpoint, that of the philosopher, France even now has an important history. September 1891, will be the first time, since the Revolution, that there will be voters, whose lives have been spent under an unchanged government. At present, there is one great movement influencing French history,—the Catholic Church is severing its connection with Imperialism, for the strength of the Imperialists is dependent on an alliance with the church. In 1848, the priests shouted with fervor, "Vive la Rèpublique." This, however, was only a pretense, for, as soon as an imperial party could be formed, the Church was found within its organization. To-day, Imperialism is only seen to a slight degree among the nobles and the middle class. In France there are no true Conservatives. True Conservatives are governed by habit. Liberalists, never content with advances already made, are continually on the alert for new opportunities for progress. The Conservatives in England never try to undo the work of the Liberalists; the Conservatives in France are reactionists. Mr. Pion has formed a new republican-conservative party whose platform for the next election is (1) To defend the government, and (2) To reverse the financial policy. The Republican party has learned that divisions harm the republic and for this reason, the present cabinet is trying to reconcile the factions. The Ministry before has been unstable, but the present war minister has been a member of three cabinets. The present house is considering questions of finance. A strong Protection wave has passed over France. The tariff system has been greatly improved. The present state of France is the outcome of the old century of warfare, whose object has been to establish a free government, and republicanism has become a vital force among the French people.

* * *

THE regular meeting of the Shakespeare Society on March 24th, was an open meeting. It was held in the Stone Hall parlor, at seven o'clock. After the reading of the minutes of the previous meeting, the roll call was answered by quotations from Shakespeare and Browning, on patriotism, ambition, jealousy or love. The Shakespeare News was given by Miss Green, and then the following program was carried out:

The Moving Principle in English Dramatic Art.
A Comparative Study.

I. The Evolution of Passion from Shakespeare to Browning, Essay, Miss Reed.

II. Two Ideas of Love.

Dramatic Representations.

The Tempest.

Miranda, Miss Look.
Ferdinand, Miss Spaulding.

In a Balcony

Constance, Miss Stimson.
Norbert, Miss Kellogg.

III. Two Ideas of Jealousy.

Impersonations.

Othello, Miss Wardwell.
Martin Relph, Miss Emerson.

IV. Two Ideas of Ambition. Essay, Miss Evans.

V. Two Ideas of Patriotism.
Debate, Miss Holbrook, Miss Squires.

COLLEGE NOTES.

BULLETIN.

Sunday morning, April 12.—Service in the Chapel, led by Rev. Cuthbert Hall, of Brooklyn, N. Y.

Sunday evening, April 12.—Monthly Missionary Meeting.

Monday evening, April 13.—Junior Temperance Debate.

Thursday evening, April 16.—Address by Dr. Phillips Brooks.

Friday afternoon, April 17.—Lecture by Prof. Hill. Subject: Music of the Greeks.

Saturday afternoon, April 18, at 4.00 o'clock.—Lecture by Mr. Edward Atkinson. Subject: The Silver Question.

Saturday evening, April 18.—Regular Meeting of Phi Sigma and of the Art Society.

Sunday morning, April 19.—Service in the Chapel, led by Rev. George Gordon, of Boston.

The Sunday before vacation, Mar. 22, brought many former Wellesley students to the College. Miss Harriet Russell Pierce, '88, was with Miss Helena Corey, '92, at Wood; Miss McIver, '90 was with Miss Look, '91, at Norumbega; Miss May Tripp, formerly of '91, was with Miss Agnes Shaw, '92, at College Hall on Friday; Miss Anne Burgess, '90, was at College Hall with Miss Anna Burgess, '92; Miss Eugenia Holmes, formerly Special, was with Miss Miller, '92, at Stone Hall; Miss Plympton, formerly of '91, was with Miss Nyas, '92, during the last week of the term.

Prof. Hill has changed the day of his lectures in the course on "Music of the Ancients." He will lecture, after this, on Friday at four o'clock instead of on Tuesday at four oclock. There are two more lectures in the course. The subject of both is "The Music of the Greeks."

The Shakespeare Society, at its last regular meeting, Mar. 24, received Miss Anna Tomlinson and Miss Julia Reid, '93, into the Society.

Miss Helen Eager, '93, is to be initiated into Phi Sigma at its next meeting, April 18.

The Temperance Debate in the Chapel is, this year, to take the place of the Open Debate that has been held for three years past in the Stone Hall Parlor. The subject of the debate is as follows,—"Resolved: National Prohibition is a Desirable Solution of the Temperance Problem." The speakers, chosen from the whole Junior class, are: Miss Frances Lance and Miss Alice Emerson, affirmatives; Miss Harriet Gage and Miss Agnes Holbrook, negatives. After these have spoken there will be an open discussion, and it is hoped that all interested will take part in it.

One of the Alumnæ writes to ask, in regard to the Record Association, to whom Postal Orders in payment of membership fees should be made out. They should be made out to Miss Laura Jones, Wellesley College, Wellesley, Mass.

The Class of '93, have elected the remainder of its crew. They are: Miss Elinor Ruddle and Miss Elizabeth White; substitutes, Miss Florence Tone, Miss Lucy Hartwell, Miss Grace Grenell, and Miss Esther Pruden.

A large number of "rebate books" have been distributed through the College. These are free to all students, and secure a discount, for the remainder of this year, from many of the prominent Boston firms.

Prof. Hill wishes to suggest that subscriptions to the Concert Fund be paid *as soon as possible*, that he may know just how much he will have to depend on for the remaining concerts of the year.

A paper addressed to the Managers of the Inter National Exposition of 1893 was posted, before vacation, on all the class bulletin boards, to be signed by those of the students who wished. It "earnestly protested against the opening of the Inter National Exposition of 1893 or any part thereof, on the Sabbath." This paper came from Mrs. Earle, of Newton, Mass., State Superintendent of Sabbath Observance, Woman's Christian Temperance Union. It has been signed already by two hundred and twenty of the students.

All members of '92———as indeed all members of Wellesley———will be intensely interested in an article by Dr. Rainsford, their honorary member, in the April number of the FORUM. The subject of the article recalls Dr. Rainsford's talk in the Chapel on Sunday evening, Feb. 22. It is, "What Can We Do for the Poor?" The line of thought which he took up then, he takes up more comprehensively here; the sources of poverty which must be touched before permanent good can be done; the need of outside aid to the poor, but, far more than this, the need of creating and developing an inside co-operating force among the poor themselves. "To reply to the cry of the poor to-day with money only," Dr. Rainsford says, "is to offer a hungry man a stone. The poverty around us—the poverty we must minister to—dwarfs the man, for the worst ache it knows is the ache of a wronged and ungry heart."

Rev. G. H. Gutterson, of India, spoke in the Stone Hall Parlor on the last Sunday afternoon of the term. His subject was India. He spoke especially of the obstacles in the way of bringing Christianity into India:—the unbearable climate; the hundred and three different languages spoken there, all difficult and intricate; the Hindu himself, untrustworthy, conservative, hard to reach; the iron laws of caste; the idolatry; and, worse than these, the English books which find their way to India and frustrate the efforts of the missionary—books like Tom Paine's "Age of Reason." When the heathen finds that there are white men who do not accept what the white man is telling him, it is almost impossible to restore his faith.

One of the pleasantest of excursions was the good fortune of the Domestic Economy Class on Monday, March 16. It included a visit to the New England Kitchen in Boston in the morning, lunch in Milton, and inspection of the Walter Baker chocolate factories in the afternoon. The New England Kitchen, 144 Pleasant St., by its lesson of perfect neatness and scientific working, aroused the enthusiasm of the class for that form of charitable work. Work was in full swing at ten o'clock in the morning, and, in the small apartment, opportunity was afforded for observation of scientific cooking of various soups and puddings. The Aladdin oven is used for baking; the beef broth which has proved such a blessing to invalids, is made on a gas table; and the soups are cooked in steam kettles. The aim of the kitchen is to furnish to poor people well-cooked, palatable, nutritious food. The growing demand among poor people of our country, as has long been the case in Europe, for cooked food, is met by the New England Kitchen, which supplies the best food, food containing the nutritive ingredients in scientific proportions. After a careful examination of the principles and practice of the Kitchen, the class went to Milton, where they were met by Mr. Aldrich, son of T. B. Aldrich, the author, and most hospitably entertained at the house of Mr. Pierce. The unavoidable absence of the host, who was called away to New

York, was the only shadow on the pleasure of the feast. After a delightful lunch was enjoyed, and the beauties of the rare, old-fashioned mansion admired with an appreciation that could not have but satisfied its owner, the party were conducted by Mr. Aldrich to the factories, where every process in the manufacture of chocolate, sweet chocolate, and cocoa was shown and explained. Through the various rooms in order, the course of the bean was followed, as it was cleaned, split, roasted, ground, and run into moulds—or mixed with sugar and run into moulds,—and packed. All the processes were minutely examined, and although two hours were spent at the factory, the time was not long enough to permit of seeing everything, and the visit was somewhat hurried at the close. The kind explanations of the superintendent of the mills and Mr. Aldrich were of great benefit to the visitors. in giving them an adequate idea of chocolate manufacture. The guests also enjoyed samples of the chocolate for souvenirs. The day's trip altogether proved a delightful one, as well as one of valuable instruction,—a red letter day in the annals of the Domestic Economy class.

President Shafer's address for the next month is 30 Vineville, Macon, Georgia. News from her is more and more encouraging. She is still rapidly improving in health and without doubt next year will bring the welcome return of our president.

A Vesper Service was held in the Chapel on Sunday evening, March 22, the last Sunday of the term. It was entered into heartily, and enjoyed as Vesper Services always are. The program was as follows:—

Aria (Arr. by Whitney) Bach.
Mrs. Stovall.
Church Bells F. W. Taylor.
'91 Glee Club.
Marche Religieuse (Arr. by Best) Adam.
Mrs. Stovall.
"Teach Me O Lord" O. B. Brown.
'91 Glee Club.
Adagio (from Sonata in G minor) Dienel.
Mrs. Stovall.
Palms Faure.
Miss Clemant and '91 Glee Club.
Hallelujah Chorus Handel.
Mrs. Stovall.

A course of five lectures in Economics is to be given at the College on Saturday afternoons, at four o'clock. This course begins with the lecture by Mrs. Roland C. Lincoln, this afternoon, on "Improved Tenements." The other speakers are: Mr. Edward Atkinson on "The Silver Question;" Miss Salmon, Professor of History at Vassar College, on "Domestic Service;" Mr. John Graham Brooks on "The Socialism of Carl Marx;" and Miss Vida D. Scudder on "Christian Socialism"

AULD ACQUAINTANCE.

On the eveniug of March 6, readings were given in Woburn, by Prof. Churchill of Andover, for the benefit of the Norumbega Fund. The proceeds were $188, and the entertainment was in every respect a very successful one. The alumnae under whose auspices it was given are:

Miss Elizabeth M. Brown, '82, *Chairman*,
Mrs. Carrie Wheeler Cooper, '80,
Mrs. E. Maria Blodgett Bean, '81,
Mrs. Marion Smith Conn, '87,
Miss Anna S. Brown, '88,
Miss Clara F. Preston, '89,
Miss Lena H. Brown, '90,
Miss Lillian Brooks, '90.

A meeting of the Cleveland Wellesley Association was held Saturday afternoon, March twenty-first, at the home of Miss Belle Sherwin, '90. A very pleasant hour was spent on Florence and its art. Miss Sherwin's photographs of the city and its art treasures, added not a little to the pleasure derived from the interesting papers of Miss Ella Bates and Miss Ensign. Miss Sherwin closed the meeting with a delightful glimpse of the city itself. Much of the enjoyment of the occasion was due to Miss Sherwin's charming hospitality.

Miss Minnie Shepherd, formerly of '91, is teaching near Pen Yan, N. Y.

Miss Florence L. Ellery, '88, is teaching at Cobleskill, in New York State.

Miss Amelia Hall, is visiting her sister, Mrs. Harriet Hall Smith, student at Wellesley '80 to '82, who is spending the winter at Mr. Moody's Training School in Chicago.

Miss Elvira K. Andrews, '90, has accepted a position as principal of the High School at Conway, Mass.

During the recent visit of Mr. and Mrs. Stanley to Philadelphia, tickets were sent by Major Pond to the Wellesley School, and a large number of students enjoyed the pleasure of hearing Mr. Stanley lecture.

The little book of children's verses contributed by Miss Katharine Lee Bates for the benefit of the Norumbega Fund, seems to us to contain the most charming expressions of her special gifts up to this time. While its contents are not to be compared in imaginative force with a few of her more serious poems, such as "The New Sear" and "The Ideal," they are yet full of exquisite fancy and delicate feeling, many of them over-flowing with the simple joy of nature, and full of lyric swing and sweetness. The two Christmas tales, "Goody Santa Claus" and "Santa Claus' Riddle," have already found their way to the hearts of many Wellesley readers, and of a large public as well;

but several of the minor pieces are as attractive after their fashion. What could be truer to New England traditions than "Grandfather's Story?" Where can one find a more delightful lullaby than "Slumber Fairies?" or more irresistible nonsense than "Fairy Rip Van Winkle?" or a tenderer note than in "Thanksgiving Night?"

We are glad to find an appreciative notice of Miss Bates' book in the *Springfield Republican*, which says, referring to the modest dedication, "But why should Grandma not look? Surely she would be greatly pleased that such melodious, pure and gracious songs should be sung for the children of her daughters, — all of them high motived, delicately phrased and musically wrought. Some of them are slight, but others are not far from profound, in the spiritual sense that informs them."

We think it not too much to predict that if Miss Bates' future verse fulfils the promise of what she has already written, the time will come when this unassuming volume will be sought as a rare treasure by lovers of American literature.

BORN.

At Lincoln, Mass., Feb. 22, a son to Mrs. Clara Flint Chapin, student at Wellesley '85 to '87.

At Chicago, Ill., March 14, a son, Neil, to Mrs. Kari Gamble McCoull, '87.

At Chelsea, Mass., March 12, a son, John Duncan, to Mrs. Alice Upton Pearmain, '84.

DIED.

At Denver, Col., March 12, Mrs. Harriet Wadworth McCartney, student at Wellesley in the fall of '90.

At Troy, N. Y., March 18, Agnes Givan, wife of the Rev. A. H. Allen, and daughter of the Rev. Dr. Howard Crosby.

The Post Office addresses of the following persons are wanted for the Record Association. Will all those who know these addresses please send them at their earliest possible convenience to MISS LAURA JONES, Wellesley College, Wellesley, Mass.

Jewell, Flora E. '78
Jockow, Carrie A. '81
Johnson, Annie L. '81
Johnson, Amy C. '82
Jones, Kate Mandel, '76
Jones, Ada A. '78
Jones, Helen M. '78
Jones, Mary D. '78
Jones, Cornelia F. '80
Jones, Henrietta O. '80
Jones, Kitty A. '85
Jones, Mary G. '80
Jones, Anna E. '81
Jones, Carrie, '82
Judson, Sarah E. '75
Karrick, Cora E.
Kelley, Eliza E. '81
Kendall, Flora E. '78
Kent, Caroline E. '81
Kimball, Marion, '78
King, Florence B. '78
King, Jennie M. '75
Knight, Harriet E. '75
Knowles, Mary, '75
Lain, Julia G. '78
Lake, Gertrude, '78
Lamson, Mabel, '77
Lane, Effie J. '81
Langley, Elizabeth, '82
Lapham, Mary E. '80
Lathrop, Anna A. '82
Lathrop, Caroline M. '76
Leach, Celia E. '77
Leach, Lucy E. '77
Leacock, Carrie, '79
Leavitt, Emma I, '77
Lee, Alice, '75
Lee, Mabel, '76
Lee, Anne E, '77
Lee, Helen, '77
Lewis, Gertrude, '78
Lewis, Mary L. '78
Leypoldt, Henrietta C. '81
Lilly, Stella L. '77
Linsley, Jessie, '75
Little, Mary J. '79
Lloyd, Effie D. '76
Lloyd, Anne L. '77
Locke, Nellie W. '75
London, Anna S. '70
Longfellow, Julia B. '81
Loomis, Eva G. '75
Lovell. Natheta R. '76
Lowe, Flora F. '82
Lyman, Mary L. '75
Lyman, Hattie C, '78
Mackey, Mary S. '82
Macomber, Lizzie W. '80
Macomber, Anna B. '82
Magill, Lilian M. '78
Mann, Marietta R. '75
Mann, Mary P, '79
Marsh, Florence, '76
Marsh, Lucy P, '75
Marsh, Abbie P, '76
Marshall, Mary E. '84
Martindale, Anna H.
Marvin, Lydia C. '75
Mason, Lucy F, '76
Mason, Annie E. '79
Mather, Grace E. '75
Matthews, Eva Lee, '80
Matthews, Grace E. '80
Maxwell, Mabel, '77
Mayhew, Katharine B '78
McCall, Sophia E. '78
McCann, Sallie, '81
McCann, Lida, '82
McCargo, Bessie, '82
McClellan, Clara B. '78
McCleery, Myra C. '79
McCrillis, E. '82

INTER-COLLEGIATE NEWS.

There are 320 Colleges in France.

Berlin University has nearly 3,000 students.

Cornell recently adopted a college button.

Smith College has something new in secret societies. It is a Chinese letter society.—*Ex.*

Bryn Mawr intends to establish a College magazine, the first number to appear next May.—*Ex.*

Mt. Holyoke Seminary and College is about to start a College paper. It is now engaged in the search for an appropriate name.—*Ex.*

The percentage of non-Christian students to Christian student in the United States is as 1 to 10.—*Ex.*

The Brown Seniors have decided to wear caps and gowns at class day and commencement.

Professor Wilson, of Princeton, is writing a history of the United States from 1829 to the present day.

It is reported that Princeton will establish a law school in New York City.

A plan is on foot by which, next year, President Patton, of Princeton, will give Bible instruction to the whole body of students in the Chapel every Sunday morning.

The Cornell Senior Class has decided to give $500 as a class memorial, the interest of which is to be given annually as a prize for an oration on American history. —*Ex.*

A Norwegian Lutheran University is about to be established at Tacoma, Wash. The buildings are to cost $100,000 and will be erected on grounds donated to it in the Parkland addition.—*Ex.*

WABAN RIPPLES.

Theses have kept many a poor Junior paper bound during the last part of the term. The following is a suggestive notice found posted on one of the doors:

Theses it is that holds me fast
By the might of its embrace,
And until the power is o'er
I will not look on any face.

Freshman, beware!
Sophomore, take care!
Junior, don't dare!
Senior, forbear!

Leaves from a Technological Institute Excuse Book.

Hired girl left. Had to get my own breakfast—took me longer than I expected.

Folks forgot to call me — overslept.

Important business. Work to do round the house.

Instructor in Elocution.—"My dear, I hope you will cultivate the love tones during vacation!"

Sophomore (Submissively)—"I will."

Quite a Break.

Western Girl to Eastern Friend. "Is Miss S—— a Western girl?"

Eastern Friend. "Yes, indeed; but what made you surmise it?"

Western Girl. "Oh, because sho was so cordial upon being introduced."

A Propos(al).

The maiden blushed and hung her head,
"What do you take me for," she said.
The young man spoke up eagerly,
"For better or for worse," said he.

—*The Palladium.*

A Tale of Woe.

All those plans, those aspirations
In the budding must I nip;
And the bitter cup of quinine,
Must I, uncomplaining, sip.
All the wrenching pains that rack me,
Call nor murmur from my lip,
Suffer, I in stolid sorrow,
For I really have La Grippe.

All the way from ——

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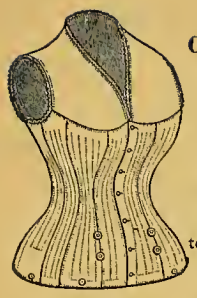

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